ELA/ELD Framework Snapshots: Chapters 8–11

Chapter 8 – Assessment

Grade Five – Pages 16–17

Snapshot 8.1 Formative Assessment in Grade Five
Fifth graders are working on the following CA CCSS for ELA/Literacy standards: a) applying the reading standard for informational text*: explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which particular points* (RI.5.8)*;* b) the writing standard: *produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience* (W.5.4)*;* and the language standard *vocabulary use* (L.5.4-6), particularly transition words to help their writing flow logically*.* They are writing an argument to encourage their readers to take more care of the natural environment. In their reading instruction, they have analyzed a text to identify where the sections with the *arguments*, *counterarguments*, and *evidence* to support the arguments are located. In their writing, they are learning to apply these ideas, as well as how to organize their arguments effectively. While the students are involved in the independent writing part of the lesson, the teacher sits with a student to discuss his writing progress. She has a ring binder open to a page with these headings at the top: *Child's Name/Date, Research Compliment, Teaching Point*, and *What's Next for this Child*? Further down the page is a self-adhesive note that lists five students' names. These are the other children she plans to meet with during the session. The teacher's initial purpose with the student is to follow up from two days ago when she provided him with feedback based on the evidence she had elicited from her interaction with him; in that interaction she determined that the student needed to provide stronger sources of evidence to support his argument. On this occasion, she wants to see how he has used her prior feedback: T: *You're working on evidence? Tell me about it.* S: *I found good information in the book of the Environmental Protection Agency and on the Internet.* T: *And what do you think about what you found so far? Do you think that it supports your argument?* S: *I guess….* At this stage, the teacher reminds the student that the purpose of the evidence is to support his argument. She explains what "supporting an argument" is, in a way that is meaningful to a fifth grader, by telling him that you have to prove it with what is in the text or the readers may not believe you. She asks him to read his argument aloud. Having established that the focus of his argument is to "stop dumping in the ocean because all the beautiful animals we see are going to start vanishing," the teacher asks: *So, what evidence did you find to support that claim—that all the animals will die if we don't stop dumping? What evidence did you find that will help you to strengthen that argument, or prove it to your readers?* The teacher then helps her student to recognize which of the information he has located is from a reliable

source and will be effective in supporting his argument. Satisfied that the student can move forward on his own to incorporate his evidence, she then asks him to go over the organization of his argument and to let her know where he will place the evidence. When the student does this, it is evident to the teacher that he has some confusion about the overall structure and that his writing needs to be reorganized. This is a moment in the interaction when she targets a teaching point for him. She goes over the organization with him and writes the organizational elements on a self-adhesive note and includes specific support, such as putting the evidence in order to help the flow or adding transitional sentences.

Throughout this interaction, the teacher has made notes in her ring-binder file. Under *Research Compliment* she has written that the student recognized the reliability of his source, in the section labeled *Teaching Point* she wrote that she had discussed how evidence supported his argument*,* and under the heading *What's Next for this Child*? she wrote "organization and transitional sentences," noting that the student had problems organizing his writing to effectively convey his argument to the reader. By gathering evidence in the course of this interaction, the teacher was able to match her teaching points to the specific student's needs. Additionally, after several interactions of this kind, she may find that there are common needs among several students and might pull them together for a mini-lesson.

Grade Two – Page 18

Snapshot 8.2 Formative Assessment in Grade Two
In a second-grade classroom comprised of native English speaking children and children who are ELs, the children have been working on retelling folktales they have read together in class and conveying the central message of the tale (RL.2.2). The EL children, in particular, have been working on using the past tense to indicate the tales happened in the past (ELD.PII.2.3). In this lesson, students are engaged in small group work, and during this time, the teacher selects groups of three students to recount one of the folktales the class has read that week. In this situation, she wants to give each student sustained opportunities to use language while she and the others in the group listen. She asks the first student to begin, then after a while asks the second child to carry on and so on. When the students have finished, the teacher asks them to say what they think the main message of the story is. Each child offers an opinion and there follows a discussion about whether there is agreement about the main message or not. From the recounting activity, the teacher has evidence that one student uses the past tense consistently and mostly with accuracy, while the other two do not. Two of the children are able to convey the message of the text, but another has not really grasped it. After her discussion with the group, she makes quick notes about each student and what is next for them instructionally. She continues this process with one more group before independent reading time is over, and she will find other opportunities during the week to assess other small groups in the same way.

Secondary – Pages 18–19

Snapshot 8.3 Formative Assessment with Secondary EL Newcomers

In a secondary designated English Language Development (ELD) class, with newcomers whose experience in the U.S. ranges from three months to one year, the ELD teacher has worked collaboratively with the science teacher to create a five-week unit on animal behavior with the purpose of guiding his students through a deep exploration of the content through the language resources used to convey meaning. The two teachers have agreed that during science instruction, the science teacher will provide appropriate and strategic support so to his EL students so that they can fully participate in the science activities he has designed, gain understanding from the science textbook, and engage in collaborative discussions about the text and content. This strategic support includes using graphic organizers, providing increased opportunities for the students to discuss their ideas in small groups or pairs, and primary language support, including drawing attention to cognates and using texts in students' primary languages.

During designated ELD instruction, the ELD teacher has agreed to analyze the science textbook and the activities the science teacher has designed in order to identify the language demands they present and then to address the language demands more intensively in her class. This is the third class of the first week on the unit. Having formulated questions they would like to explore around the science topic, students have then perused a variety of texts on the topic to identify meanings and have charted language (including phrasing and general academic and domain-specific vocabulary) they think is critical for conveying their understanding of the topic. They now work in pairs to collaboratively write a description about what they have learned so far about one aspect of animal behavior, using as much of the language they have charted as they can. Before the lesson is over, the pairs write their description drafts on large sheets of paper to enable a discussion on what they have done and where they may go next to refine or add to their descriptions. The pairs read their descriptions to the class, and time is provided for the other students to ask questions and make comments. When one pair shares their description about animals and language, an animated conversation develops on whether animals have language or not. Julio, explains the thinking that went into the description that caused the lively discussion.

> Julio: *…First of all, I think that language is a way to **inform** others around you, your feelings or just a simple thing that you want to let know people what is the deal. And it can be **expressed** by saying it, watching a picture, or hearing it, you know what I'm saying? I don't know if you have heard about the kangaroo rat that stamps its feet to **communicate** with other rats. It's really funny cause we humans have more **characteristics** to **communicate** to each other, but we still have problems to understand other people. Characteristics like sound, grammar, pitch, and body language are some of them, while the rat only uses the foot* (he stamps the ground).

The teacher, who has been taking notes on the language students are using in the conversation, also notes that Julio is using some of the academic language the class has charted in both his writing and

speaking and has, more importantly, done an effective job of conveying his understanding of the information from his research and persuading his peers using evidence. The ELD teacher decides to examine more closely the students' written descriptions, as well as the language they have used in their conversations, in order to make decisions about what language features of the science texts to focus on as she progresses in the unit. She also plans to make a copy of her notes to share with the science teacher when they meet later that week during collaboration time.

Grade Seven – Pages 20–21

Snapshot 8.4 End-of-Unit (Medium-Cycle) Assessment in Grade Seven
In a seventh grade classroom with native English speakers, recently reclassified ELs, and a group of ELs who are at the Expanding and Bridging levels of English language proficiency, the teacher has been taking the students through a five week unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts (*Understanding Language* 2013). This unit addresses multiple CA CCSS for ELA/Literacy and CA ELD standards simultaneously. The unit has four primary goals: 1) to read and analyze complex texts; 2) to involve students in reading, writing, listening, and speaking activities that are grounded in evidence from informational texts; 3) to engage students in disciplinary practices highlighting language and purpose that are responsive to audience; and 4) to build history/social studies knowledge through content rich non-fiction. During the course of the unit, with intentional and strategic scaffolding by the teacher and considerable involvement in collaborative groups, the students engaged in close reading, collaborative discussions, and analysis of the text organization, grammatical structures, and vocabulary of persuasive texts on relevant topics. In the final part of the unit, the students analyzed the video, "The Girl Who Silenced the World for Five Minutes," compared and contrasted persuasive techniques in the video to one of the texts they had read, and produced a persuasive text of their own. The students' analysis of the video and written work served as the summative assessment for the unit. Using the students' work, the teacher was able to make a determination about the students' understanding of the purpose, organization, and structure of persuasive texts and their ability to use various language resources (including vocabulary, complex grammatical structures, connecting words and phrases) to write a coherent and cohesive persuasive piece for a public audience. After reviewing the students' responses, the teacher concluded that the students had made good progress toward meeting the goals of the unit, especially in regard to their understanding of persuasive techniques in different contexts (i.e., video and text). Examining her EL students' writing more closely, however, the teacher noticed that most of her students' writing was characterized by text that appeared more like spoken, everyday language. In other words, their written arguments were not making use of connecting words and phrases (e.g., for example, therefore, consequently) to create cohesion, nor were they using many complex sentences to connect ideas and create relationships between them (e.g., *Even though governments are taking action*, it is not happening fast enough). This analysis of her students' writing helped the teacher to design lessons in the very next unit where she could show them examples of cohesion and complex sentences that connect ideas, model how to *unpack* the meaning in the texts, collaboratively construct similar writing with the students, and provide them with guided practice in writing related to the unit topic. She also planned to draw her students' attention to various examples of persuasive language used in arguments and to observe how her students incorporated them into their own writing in the next units she had planned. In addition, she made a note to address these linguistic features directly when she teaches the unit the following year. (Snapshot adapted from *Understanding Language* 2013)

Grade One – Page 23

Snapshot 8.5 Interim (Medium-Cycle) Assessment in Grade One
All incoming first graders in a school are assessed at the beginning of the school year on the foundational skills of the CA CCSS for ELA Standards, specifically, print concepts, phonological awareness, phonics and word recognition, and fluency. Results from their end-of-year kindergarten assessment are used to determine which sections of the assessment they receive. For example, if a student's results indicated a complete understanding of print concepts, that part of the assessment would be skipped, although close observations would be made during class to confirm last year's assessments. The teachers find the results from the beginning of the year assessment to be a useful starting point for their instructional planning, particularly as students may have either lost or made up ground during the summer. In addition, the teachers assess, or obtain help to assess, the primary language foundational literacy skills of their ELs who are new to the school and use this information for instructional decision-making. After these initial assessments and appropriately designed instruction, students are administered interim foundational skills assessments every six weeks to determine progress. While the teachers are regularly using formative assessment practices during their instruction to gather evidence of students' skill development and to adjust instruction accordingly, they use the results of the interim assessments to gauge the overall progress of individuals and the class as a whole, and to indicate to them where they need to make improvements in their teaching to ensure greater progress. The teachers also use the results as a means to evaluate and corroborate their own judgments about students' skill development in the period between the interim assessments' administration.

Grade Eight – Pages 26–27

Snapshot 8.6 Long-Cycle Assessment in Grade Eight
During the summer of the new school year, just before school starts, eighth grade English teacher Ms. Flora and her eighth-grade colleagues examine their incoming eighth graders' seventh grade summative ELA assessment results in order to anticipate their students' learning needs. At the same time, they examine the prior year's CELDT results for their EL students, some of whom have been in U.S. schools for only a couple of years and others for many years, as well as available data about their literacy proficiency in their primary language. The teachers want to make sure that they use all available information to design appropriately differentiated instruction for each of their students. As a result of analyzing last year's results, which suggested students may need much support in particular areas, the teachers work diligently to improve the students' close and analytic reading skills with respect to literature and informational text, and their ability to write arguments effectively. To address weaknesses evident in the seventh grade summative assessment results, Ms. Flora pays particular attention to the eighth grade literature standards: 1) Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn for the text (RI.7.1), and 2) Compare and contrast the structure of two or more texts and analyze how the differing structures of each text contribute to its meaning and style (RL.8.5). She parallels the focus of the first literature standards in informational text as well. In addition, to address the weaknesses evident in the seventh grade writing results, she works with her students extensively on the standard: Write arguments to support claims with clear reasons and relevant evidence (W.6-8.1). The following year, when she examines her students' eighth grade ELA summative assessment results, the first question she wants to answer is: Have my students met the standards I was focusing on with particular intensiveness? She notes that most students have achieved proficiency with respect to the reading and writing standards. She is satisfied with the overall result and feels that the instructional focus that she and her colleagues identified for the year has yielded positive results. However, there are more students who do not meet the proficient levels on the state achievement assessment than she would like, so she plans to follow up with her colleagues to look at the overall grade level performance to identify if there are students in other classes that are in these categories. She also plans to investigate the scores of individual students who have not met the standard to see where specific areas of need lie and if the results of summative assessment are consistent with what she has observed through formative assessment and interim assessments. For her EL students, she will compare all of this information to their eighth grade summative CELDT assessment results and note any relevant findings.. This information provides evidence to help guide any changes in her instruction for next year's eighth graders. She also knows that her careful analyses will be valuable information to pass on to the ninth grade teachers.

Grade Four – Page 36

Snapshot 8.7 Student Involvement in Assessment in Grade Four
Miss Nieto, a fourth grade teacher, has a discussion with each of her students about their reading scores from the interim assessment. In her meeting with Henry, she notes that the student has done well on the items related to using explicit details about the text and summarizing central ideas and is on track to meet the associated standards. She also discusses with Henry that his scores indicate that he is not as strong in using supporting evidence to justify or interpret how information is presented. Miss Nieto and Henry have a conversation about why he thinks he scored lower on some items. He tells her that he thinks he is getting the idea of using evidence for justification but he still thinks it is difficult for him. She suggests that this should be something he consciously focuses on improving between now and the next interim assessment, and she gives him some ideas that can support his learning.

Grade One – Page 37

Snapshot 8.8 Teacher Feedback in Grade One
Kathleen, a first grader, is preparing to read aloud to her teacher. Before she begins, Mr. Silverstein reminds her to think about the reading strategies they have been working on. The text states: *Fish swim in the river*. Kathleen, reading very slowly, says: *Fish…swim…in…the…water. No. That's not water. It doesn't begin with 'w.' R* (says letter name) *r* (letter sound*)... i...v... River! Fish swim in the river.* Mr. Silverstein provides feedback after the student finishes reading the sentence: *You did a very good job of using your decoding strategies to read the text accurately. Let's keep on reading and while you are reading think about: is what you are reading making sense, and does what you are seeing match with what you are reading? Just like you did when you noticed that* water *could not be the right word. Water made sense, but the letters indicated a different, equally sensible word: river.*

Grade Three – Page 38

Snapshot 8.9 Peer Feedback in Grade Three
In a third-grade class students are focusing on Speaking and Listening standard 3.4, one of several that focus on *presentation of knowledge and ideas.* Their learning goal is to write an informative speech to present to the class about a topic of interest to them. The criteria they have to bear in mind when writing their speeches include the following: • Introduce your topic in a way that engages your audience • Put your ideas in a logical sequence • Make an impact on your audience with your ending Once the students have an initial draft, they exchange their papers with a partner. Then the students provide each other with feedback. One student's feedback to her partner is: *I liked how you started your speech with a question…that's a good way of getting your audience's attention. I think your ideas are logical. I think it would be a better impact at the end of your speech if you go back to your question and maybe finish with a sentence that tells how you answered the question.*

Chapter 9 – Access and Equity

Grade Six – Pages 31–32

Snapshot 9.1 Advanced Learners in Grade Six Collaborate to Interpret Literary Text

Mrs. Bee's grade six class has been reading *The Giver* by Lois Lowry. The class is writing an essay and creating a presentation based on the Ceremony of Twelve. The advanced learners in Mrs. Bee's class research other rite of passage ceremonies around the world and incorporate elements of their research into their presentation. Using the depth and complexity concept of rules (Sandra Kaplan Depth and Complexity icons), the students justify their choice of rite of passage elements from other cultures and explain their relevance to the themes Lois Lowry uses in *The Giver.* The five advanced students in Mrs. Bee's class meet as a literature circle as part of their independent work contract with Mrs. Bee. The group reviews the rules of respect (making sure everyone has the same understanding), participation (everyone actively shares), time (stay on task), and preparation (completing the reading and having questions and/or comments ready) contained within their independent work contract. Each person in the group has a role to fulfill before coming into the literature circle based on the required chapter reading:

- Facilitator: Facilitates the discussion, asks the questions and makes sure everyone participates, keeps everyone on task, reviews the group rules, notes any unanswered questions, is the only person from the group allowed to approach the teacher for clarification, and closes the discussion. This member also identifies any details of the character(s), setting, plot, conflict, or events to discuss.

- Illustrator: Identifies the 'big picture' that the author is trying to create. The illustrator also identifies specific quotes and creates an image based on the quote for the group, identifies other familiar images based on character(s), setting, or conflict, and assists other group members with comprehension through quick sketches, photos, or clip art.

- Connector: Looks for real-world connections in the story to other stories and/or characters, historical events, or personal experiences. Identifies what is realistic in the story or what possible historical people and/or events may have influenced the author.

- Character Sleuth: Keeps track of one main character in the story. Identifies their strengths, weaknesses, thoughts, feelings, motives, etc. Identifies how the character changes over time and what events in the story force this change to happen.

- Linguist: Identifies figurative language in context and defines the literal meaning for: theme, character(s), setting and how this enhances the telling of the story. Identify any unknown words and definitions. Identifies specific quotes and explain why the author used literary devices.

Today, the facilitator begins the group's discussion about the Ceremony of Twelve. The Illustrator and the Connector have joined forces to work cooperatively to ensure the rest of the group understands the rites of passage in other cultures, both past and present. The Character Sleuth proposes a theory regarding the main character and the Ceremony of Twelve. He prepares for the group meeting by placing sticky

notes next to sections of the text that support his theory. The Linguist identifies specific figurative language that can be used in the group's presentation. The group decides to:

Categorize (basic thinking skill) – using rules to organize things that share characteristics

Note Patterns (differentiate content – depth) identifying recurring elements or repeated factors

Use Media (research skills – resources) searching contemporary and historical archives online

Make a Photo Essay (product) printing and displaying a collection of pictures on a poster with a drawing of the Ceremony of Twelve in the Center.

Conduct a Panel Discussion (product) organizing an oral presentation to debate dilemmas or controversies involved with these rites of passage (ethics)

The group's presentation idea came from the following resource:

Kaplan, S. N, Gould, B., and Siegel, Victoria. 1995. *A Quick and Easy Method for Developing Differentiated Learning Experiences.* Calabasas, CA: Educator to Educator.

CA CCSS for ELA/Literacy: RL.6.1, RL.6.2, RL.6.3, RL.6.4, SL.6.1

Related CA Model School Library Standard:

6-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.

Grade Nine – Pages 41–42

Snapshot 9.2 Differentiated Instruction in a Grade Nine Co-Taught Language Arts Class

Ms. Williams, a general education language arts teacher, and Ms. Malouf, a special education teacher, co-teach an English 9 class of 36 students, nine of whom are students receiving specially designed instruction to support Individualized Education Program (IEP) goals for reading comprehension and written expression. The class is studying the literature of Edgar Allan Poe and supplementary informational documents.

After being introduced to Poe's life and reading selected poems and short stories, students are placed strategically into one of three groups and assigned one of three unique grade-level informational texts addressing different theories of Poe's cause of death, which will be used for part of their summative assessment at the conclusion of the unit, an argumentative essay.

As routinely practiced, the co-teachers carefully plan the groupings to ensure that membership is not static but changes frequently to ensure that all students have the opportunity to move across learning groups that best correspond to the instructional purpose and students' instructional skills, interests, and needs. In addition, Ms. Williams and Ms. Malouf switch their instructional roles to ensure shared responsibility for teaching all students. They also make sure that accommodations are provided as identified on the IEPs for students with disabilities. In their classroom, two students are provided digitized text and specialized software to access the text with auditory supports and visual enhancements and another student has access to a portable word processor with grammar/word spell check software to take notes and complete written assignments.

For today's lesson, the students are grouped according to the level of scaffolding and differentiated instruction needed to comprehend the text, with the final objective for all students to evaluate the three different theories. One group is given a text and provided with instructions on use of engagement structures to utilize while working on their assignment. They will work collaboratively in small groups of three to four, to identify and annotate claims and supporting textual evidence, as well as to provide elaboration to explain how the evidence supports the author's claim. The students are provided with elaboration stems as well as sentence starters to help support their meaningful engagement in listening and speaking. Ms. Williams and Ms. Malouf takes turns monitoring the small groups periodically throughout the instructional period.

Groups two and three are composed of students who need direct teacher support to navigate, comprehend, and respond to the text. Each group is provided one of the two remaining texts and works together with direct support from either Ms. Williams or Ms. Malouf to complete the same assignment as group one, focusing specifically on claims and supporting evidence. They are also provided with elaboration stems and sentence starters to help support their meaningful engagement in listening and speaking. The teachers differentiate instruction using read alouds and think alouds while providing additional visual supports by displaying, highlighting, and chunking the text using document cameras. All three groups are held to the same rigorous expectations and standards.

After the three groups are finished, each group of students presents their claims and evidence. As each group presents, the students add necessary facts and details as information is being shared, read, or discussed into an advanced organizer prepared by the teachers to support and interpret the incoming information. The students will continue to complete their organizers after they receive the other two texts to annotate.

At the end of class, students are given an Exit Slip with a prompt as a way for Ms. Williams and Ms. Malouf to assess how accurately students can independently express the authors' claims and the ways they support those claims. The Exit Slip provides an informal measure of the students' understanding, allowing the teachers to adapt and differentiate their planning and instruction for the following lesson.

At the end of the unit, students will write an argumentative essay using their completed advanced organizer as well as copies of all three texts.

Additional support is provided to some of the students in this class through enrollment in an English 9 supplemental support class with Ms. Malouf. This class is closely aligned to the English 9 course and is designed to provide additional time and support to assist students to achieve in the course and to build skills in which they are struggling. The lower teacher-to-student ratio in the class allows for targeted direct instruction based on student needs and designed to accelerate students to grade level. In addition, Ms. Malouf is able to pre-teach and reteach lessons and skills from the English 9 course by providing additional scaffolds as needed for learning and gradually removing them as students gain skills.

CA CCSS for ELA/Literacy: RL.9.10, RI.9.1, RI.9.2, RI.9.3, RI.9.5, RI.9.10, W.9.1, W.9.4, W.9.9b, SL.9.1, SL.9.4

Grade Four – Page 58

Snapshot 9.3 Direct Instruction of Metaphors with Grade Four Students Who Have a Learning Disability and Those Experiencing Difficulty in ELA
Mr. Fajardo's class consists of several students with learning disabilities and nearly half the class is achieving below grade level in reading and writing. He knows that his students require explicit, carefully sequenced instruction along with ample practice and immediate feedback in order to achieve lesson objectives. Employing a direct instruction model of teaching (see Chapter 2 of this framework), he begins a lesson on verbs as metaphors by reminding the students of a book he and the class recently enjoyed. He opens the book and reads aloud a metaphor he had tagged. He indicates pleasure with the author's language, drawing attention to the figurative language: "Listen to that! Madeleine L'Engle* writes, 'The moon ripped through' the clouds! What a terrific image—almost violent! That matches the setting. It was a stormy night." He states that the objective of current lesson is that the students will be able to identify this type of metaphor. He reminds them that they already know about nouns as metaphors. At the conclusion of today's lesson will be able to define verb metaphors and determine whether a statement contains metaphorical use of a verb. Mr. Fajardo explains that this is important because metaphors of several kinds are commonly used in oral and written text—as well as in popular culture, such as songs and raps—and are a powerful way to convey ideas. Understanding how to analyze the figurative language helps readers to better understand the meanings in texts.
Mr. Fajardo then provides students with a definition of the concept and he returns to the example he shared at the opening of the lesson. He notes explicitly how it meets the definition. He provides a number of additional examples, including "He shot down my idea" and "My heart filled with joy." He contrasts them with sentences that do not contain metaphorical use of verbs. Mr. Fajardo then uses a document camera to reveal, one at a time, eight statements. When he reads each one aloud, students use their personal red and green cards, with which they have had ample practice in other lessons, to indicate whether or not the statement being displayed contains a verb used as a metaphor. They hold up the green card if it does and the red card if it does not. The teacher closely observes students' responses, checking for understanding, and provides additional explanation to the group as appropriate. Then, students are given time to practice with a peer. Each pair is provided a set of sentence strips. Some sentences include verb metaphors; others do not. Student pairs sort the strips into two groups while Mr. Fajardo circulates and provides assistance as necessary. When the students have completed the sorting, they briefly discuss each sentence and identify the verb metaphor. He summarizes the lesson and restates the objective. For independent practice, the students record any verb metaphors they find in the texts they are reading independently or that they observe being used in conversations or in media, such as songs or television newscasts. They bring their examples to class the following day and share them.
*L'Engle, Madeleine. *A Wrinkle in Time*. 1962. New York: Dell.
CA CCSS for ELA/Literacy: L.4.5

Chapter 10 – Learning in the 21st Century

Grade Two – Pages 34–35

Snapshot 10.1 Integrating Technology into an Extended Writing Project in Grade Two
After reading and discussing several informational books about reptiles, second graders work in pairs to write their own informational text about a reptile of their choice. With the teacher and teacher librarian's assistance, they gather books from the library, view relevant video clips, and explore selected websites on the Internet using search terms discussed with the adult. They write a list of key ideas in several categories, such as appearance, habitat, and eating habits. They also record special vocabulary. Students researching the common snapping turtle, for example, record the terms *rigid carapace*, *freshwater,* and *omnivore* because they want to be sure to use them in their text. Each team creates a draft modeled after the texts the teacher had read aloud and discussed with the class. Students' drafts are shared with the teacher who provides feedback and guidance. When ready, each student pair develops a final version, having made presentation decisions, and includes informational text features appropriate to their piece of writing, such a Table of Contents, bolded words, captions, and headings. As a finishing touch on their projects, students add Quick Response (QR) Codes to each page of their books, a technology with which they previously had gained experience. Each code allows viewers of the book to use a class QR scanner (such as an app installed on a tablet or Smartphone) to listen to translations that bilingual students record. This provides opportunities for ELs to interact with the book in their primary language in addition to English. Similarly, the books may be shared with family members who are learning English.

CA CCSS for ELA/Literacy: W.2.7, W.2.2, W.2.6, RI.2.5, SL.2.5 , LS.2.6 L.2.1, L.2.2, L.2.3

CA ELD Standards: ELD.PI.2.1, 2, 4, 10, 12; ELD.PII.2.1-7

Related Model School Library Standards:

2-1.3g: Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.

2-1.4c: Connect prior knowleddge to the information and events in text nad digital formats.

Related Next Generation Science Standard:

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]

21st Century Skills: communication and collaboration, creativity, problem solving, media and technology skills

Grade Six – Pages 35–36

Snapshot 10.2 Sixth Graders Create Book Trailers
Because she understands the cumulative advantage of reading volume, Ms. Edwards ensures that her sixth grade students have many opportunities to engage in independent reading. She has a wide selection of texts available in the classroom, and she meets with individuals regularly to discuss their selections and make recommendations. Knowing that peers have a powerful influence on one another, she has students create book trailers of favorite literature that serve to pique prospective readers' interest, just as movie trailers draw viewers into a theatre. Students are given the option to work alone or in small teams if several students have read the same book and wish to collaborate on the project. She shows several movie trailers and students discuss the important features. How long are the trailers? How many individual scenes are used? What is their purpose? Is the purpose realized? If so, how? What techniques are employed by the producers? Which techniques did they, the viewers, find effective? What movies do they want to see as a result of viewing the trailers? Why? She also reminds students of the available technology in the classroom; the students have used the digital cameras and moviemaking software for other projects. Each student or team of students begins by brainstorming the appealing aspects of their selected book and they think about how they might convince their peers that the book is worth reading. Then, after instruction and plentiful examples, they develop story boards, plans to guide production, and they write a script. Students keep in mind that the intent of the book trailer is to inspire others, including peers around the globe, to read the book. They consider the images, sound, and language they will use as well as the organization and presentation, always with their audience in mind. They film, download images from the Internet (careful to avoid copyright violations), add text, and include an opening screen and a credit roll. They share their first draft with the teacher and take advantage of feedback to revise, edit, and polish their work. Over several days, the book trailers are shared. Students applaud one another's work. Book trailers are kept in an electronic file on class computer for occasional viewing by peers when they are ready to select their next book for independent reading. They are also posted online so the students' recommendations can be accessed by other students, parents, and a global audience. They are clearly labeled by genre, discipline, and age span.
CA CCSS for ELA/Literacy: RL.6.2; W.6.6; SL.6.2; SL.6.4; SL.6.5; SL.6.6; L.6.1; L.6.2   **Related Model School Library Standards:**   6-3.3a: Choose an appropriate format to produce, communicate, and present information.   6-4.3a: Demonstrate a variety of methods to engage the audience when presenting information.   **21st Century Skills**: communication and collaboration, creativity, problem solving, media and technology skills, global competence

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Snapshot 10.3 An Eleventh Grader Creates Online Museum
As part of their study of U.S. foreign policy since World War II, students in an eleventh grade history class select a topic for independent research. One student selects the Cold War and gathers and reviews relevant information from multiple authoritative print and digital sources, including those from outside the U.S. to ensure a variety of perspectives. Based on past instructional input and experiences, she critically analyzes the materials for bias and then makes decisions about resources to use and key information to report. The student then develops an online museum exhibit designed to answer the question, "What weapons were most successful in waging the Cold War?" Her exhibit includes a variety of virtual artifacts, including declassified Department of State documentation, Presidential Executive Orders, and archival images and video clips from the National Archives. The student writes brief texts about each of the artifacts, which can be accessed by clicking on an icon she posts in the museum. Each event is briefly described, cited in detail, and linked backed to its original source. The museum is formally presented to peers, accompanied by a narrative report that explains her rationale for including each of sources, and reasons for excluding other possible sources, organized as a written argument, and posted on the website for classmates to read and comment.

CA CCSS for ELA/Literacy: SL.11-12.5; RH.11-12.2; RH.11-12.7; WHST.11-12.7

Related Model School Library Standards:

9-12, 2.2e. Use systematic strategies and technology tools to organize and record information

9-12, 3.3d: Produce media efficiently and appropriately to communicate a message to an audience.

Related CA History-Social Science Content Standards:

11.9. Students analyze U.S. foreign policy since World War II11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

21st Century Skills: communication and collaboration, creativity, problem solving, media and technology skills, information literacy, self-direction

Chapter 11 – Professional Learning and Leadership

Pages 25–26

Snapshot 11.1 Using the CA ELA/ELD Curriculum Framework as a Resource for Site-based Professional Learning

King Elementary School's principal and teacher leaders (the leadership team) have been preparing year-long professional learning on the *ELA/ELD Framework* for the school's teachers and paraprofessionals. Prior to providing the professional learning, the leadership team participated in intensive professional learning on the *ELA/ELD Framework* so that they could be better understand how to implement the CA CCSS for ELA/Literacy and CA ELD Standards in tandem. In the first session they provided to their faculty, they presented an overview of the framework and facilitated a conversation about how to begin integrating the vision and principles of the framework into existing practice. Today, the teacher leaders are facilitating collaborative conversations with their colleagues on the grade span chapters, which all of the teachers have read prior to the session. The grade level teams were asked to take notes as they were reading their grade span chapters and to annotate the ELA and ELD vignettes in their grade level section. As they discuss the vignettes, the teachers share where they've highlighted using the following questions:

- Which CA CCSS for ELA/Literacy and CA ELD standards are in action at different points in the vignettes?
- How are teachers collaborating with one another and with parents, administrators, and others?
- How are students interacting meaningfully with others and with content?
- How are students using language, and what types of new language are they developing?
- How does the teacher determine when students need additional support and how is the support provided?
- What is the role of content, and what is the role of language?
- How does this connect to your current practice?

An excerpt from the fourth grade teaching team's discussion and analysis of a vignette from their grade level section is provided below.

Vignette 1 Integrated ELA & Social Studies Instruction in Grade Four: Writing Biographies	Fourth grade team's notes
Background: Mrs. Patel's class of 32 fourth graders write many different text types during the course of the school year.	Lots of writing in this classroom
Lesson Context: At this point in the "Biographies" unit, Mrs. Patel's students are researching a historical figure of their choice. Ultimately, each student will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups where they read books or articles and view multimedia about them; discuss the findings they've recorded in their notes; and work together to draft, edit, and revise their biographies and oral	**W.4.7** - Conduct short research projects …; **SL.4.4** - Report on a topic or text … **SL.4.1** - Engage effectively in a range of collaborative

presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are able to read in both languages …	discussions Primary language support (scaffolding) and promoting biliteracy

After the grade level discussions about the vignettes, each teaching team presents a poster that captures the salient points of the vignettes (including the principle instructional approaches), which they use to report out to the rest of the staff on their findings. The principal then facilitates a discussion where the staff come to a consensus on the instructional principles and practices they will all agree to implement in their classrooms in the coming month. The grade level teacher leaders and the principal provide support to their colleagues as they try things out, and they promote reflective conversations at grade level collaboration meetings on things that are working and things that are still challenging. At the next professional learning session a month later, the staff shares successes and challenges, as well as student work they've gathered, to determine next steps.

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Snapshot 11.2 Districtwide, Multi-year Comprehensive Professional Learning

Esperanza School District is in the third year of districtwide professional learning on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework*. The district's five-year plan includes professional learning for site and district leadership and professional learning staff (including instructional coaches) and all teachers and paraprofessionals, as well as collaborative work with parents and community groups. Each year, all educators in the district participate in deep professional learning that includes multi-day institutes and ongoing seminars for discussing the framework and standards, research and exemplary practices, collaborative work with job-alike colleagues, and reflection on practice. The first three years of the district's plan for multi-year comprehensive learning is shown below:

Esperanza School District Multi-Year Professional Learning Plan		
Year One	Year Two	Year Three
Instructional Leaders: All district and site administrators and professional learning staff receive professional learning on instructional leadership; also participate alongside teachers in professional learning on the *ELA/ELD Framework* *Teachers:* All teachers begin year one of professional learning cycles on enacting pedagogy called for in the *ELA/ELD Framework*, refining existing units/lessons, trying out new practices *Parents:* District and site instructional leaders facilitate monthly meetings with parents on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework*	*Instructional Leaders:* Begin serving as co-facilitators of after school seminars, collegial coaching sessions, and PLCs; continue to receive professional learning alongside teachers and district support for leadership *Teacher Leaders:* Selected grade level/department teacher leaders receive professional learning on teacher leadership *Teachers:* All teachers continue with year two of professional learning, going deeper into the framework and related pedagogy and developing units and lessons *Parents:* Site instructional leaders facilitate monthly meetings with parents to discuss home and school practices to support student success with the CA CCSS for ELA/Literacy	*Instructional Leaders:* Continue serving as facilitators of after school seminars and collegial coaching in collaboration with teacher leaders; continue to receive professional learning alongside teachers and district support for leadership *Teacher Leaders:* Continue to receive professional learning on teacher leadership and begin to lead grade level PLCs *Teachers:* All teachers continue with year three of professional learning, going deeper into the framework and related pedagogy and developing/ refining units and lessons *Parents:* Site instructional leaders and teacher leaders begin to co-facilitate monthly meetings with parents to support student success with the CA

	and the CA ELD Standards	CCSS for ELA/Literacy and the CA ELD Standards

All teachers in the district participate in the district's model of professional learning cycles, which are initially facilitated by district and site instructional leadership and ultimately led by teacher leaders.

Esperanza School District Professional Learning Cycles

- Summer (multi-day and multi-year) institutes: All educators in the district participate in intensive professional learning on the *ELA/ELD Framework*

- After school seminars (monthly x 8): All staff members at school sites meet to read and discuss professional articles, standards, framework chapters; view and discuss videos of instructional exemplars; collaboratively plan lessons in a guided format; and reflect on effectiveness of instructional practices.

- Collegial coaching (quarterly x 3, facilitated by site or district coach or the principal): Grade level/department teams meet during the school day to observe model lessons taught by professional learning staff or principal, observe one another teach their own students and provide feedback, collaboratively plan lessons, discuss student work, and reflect on impact of instruction.

- Grade level meetings (weekly, facilitated by teacher leaders): Grade level/department teams meet to plan lessons, discuss successes and challenges, share resources, analyze student work, and make adjustments to instruction based on analyses and ongoing learning.

The district has also refined its approach to new teacher induction and has a parallel strand of support for new teachers to the district. In addition, online communities of practice connect grade- and discipline-alike teachers, as well as teacher leaders and instructional leaders, across the district. Esperanza's educators use the online community of practice to share resources, discuss successes and challenges, and problem solve. While the districtwide, multi-year comprehensive professional learning model required investments of time and resources, district educators and parents highlight that the benefits of the model for student learning and teacher professional satisfaction have been immeasurable.

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